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Foreign study programs expand cultural understanding.

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Student writing sings with creativity.

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Helmville student wins card contest.

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VOLUME 29, NO. 2

DECEMBER 1985

Montana Schools

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

Montana Teacher of the Year

ONE OF THE STATE'S BEST

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Dec. 1985

After 20 years in the classroom—all but three in the same school—Hal Stearns is as energetic about teaching as he was on his first day. Energy, an interest in one's subject and students, and a love for learning itself are what teaching is about, Stearns believes. These qualities have earned him the honor of being Montana's Teacher of the Year.

Stearns teaches sociology and history at Sentinel High School in Missoula. As Montana Teacher of the Year, he will represent the state in the National Teacher of the Year program. His ideas on teaching are succinct and confident, and he is more than willing to share them with other educators.

A personal investment in the subject one teaches is critical, Stearns feels. "A subject that is lively and dear to the teacher gets students excited," he said. "They know the teacher is enthusiastic, and they are stimulated to think, communicate and learn." Students speak candidly of his teaching. "I like how much time he spends to make his class interesting," one student said. "He is the only teacher I've ever had who didn't seem bored with teaching."

Stearns has the respect of his colleagues because he has the respect of his students. He "epitomizes that which is the highest attainment in the teaching profession," said Dennis Kraft, Superintendent, Missoula County High School District. "The students are spellbound by his treatment of history and the cause and effect of that history on Montana and their lives."

Stearns believes it is important to relate young people's studies to their own lives by helping them develop a sense of place in a human as well as geographical sense. "In the teaching of history, I want young people to love Montana, their roots, their place. I realize not all of them will live here, by design or fate, so my emphasis is on understanding 'place,' all that goes into making their home, wherever it is, understood and appreciated."

This strategy pervades all of Stearns' classes; in his Montana Seminar for seniors, it approaches a fine art. Students examine the state's past and present and envision its futures—not entirely from a sitting position at their desks, but out in the very heart of the state.

Stearns takes his students on a four-day bus tour of Montana. Among their stops are Helena (a visit with the governor and a community tour), a geothermally heated bank in White Sulphur Springs, the Martinsdale Hutterite Colony, rural Lennep school, Ringling's gasohol plant, Harlowton (to compare notes with high schoolers there), missile silos, the Northern Plains Resource Council (a rancher-conservationist coalition in Billings), a tour of Western Energy's mining operations at Colstrip, the Northern Cheyenne and Crow reservations and Custer Battlefield and stops at Bozeman's Museum of the Rockies, Three Forks, Anaconda and Butte. "I like to show them there's life beyond Missoula," Stearns says.

Students raise funds for the 1500-mile trip, which the school district wholeheartedly supports. Over 40 of them go, and

Hal Stearns, Montana Teacher of the Year 1986, from Sentinel High School, Missoula.

"I like how much time Mr. Stearns spends to make his class interesting," one student said. "He is the only teacher I've ever had who didn't seem bored with teaching."

Stearns has never had a problem with discipline. "I think you've made a Montanan out of me," wrote one student in an evaluation. "I've learned to love this place, and a lot of it is due to you."

Stearns' interest in having students compare their lives with others and with the past has roots in his own childhood. Raised in Harlowton, the eldest son of parents who published two small weekly newspapers, he was acquainted with Montana history and his own sense of place early. At age 10, he and his father actually retraced various historical routes, such as the Lewis and Clark Trail and the escape route of native American leader Chief Joseph and the Nez Perce from Oregon to the Bearpaws near Havre.

He graduated from the University of Notre Dame with a degree in communication arts and earned a master's in history at the University of Montana. His teaching career began at Sentinel High School, but was varied by teaching in Germany and studies in curriculum and administration at the University of Montana, for which he earned a doctorate in education.

From summer study in Japan under a Japan Institute for Social and Economic Affairs program in 1981, he developed "Japan-Montana: A Study in Contrast," a two-week study unit. "Teachers should travel," he advises. "Their experiences can be used everyday in the classroom. In fact, any time you compare and contrast, you give students an idea of how the world is, its commonalities and its differences."

Stearns has been a golf coach, yearbook advisor, Key Club sponsor and coach for Olympics of the Mind. He teaches education classes at the University of Montana and is a major in the Montana National Guard. He has worked with the University of

continued next page

FROM THE SUPERINTENDENT

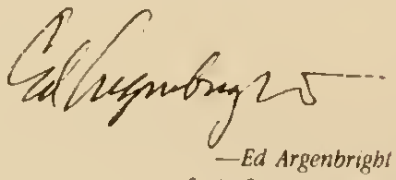
While it is important to have enough money to fund necessary programs and to have good school boards, safe school buildings, extracurricular activities and a sound place for students to spend a major portion of their young lives, *teachers* are the heart and soul of any school. Isn't it about TIME we show effective teachers that we are aware of their contributions to student achievement and to the well-being of Montana communities?

In an effort to recognize and support our super Montana teachers, I am spearheading a program called Teachers Improving Montana's Education (TIME) to encourage local community organizations to show their appreciation of their teachers.

The initial step of the program will be to contact key people in each community They will be charged with finding groups in their area who would be interested in sponsoring the TIME program. The TIME awards would then become an annual project of local service groups, who would earmark a cash "thank you" gift to a local teacher of their choosing.

I believe that a monetary award from the community to the teacher will demonstrate—in a small but visible way—the value we place on the person and the profession. Such an award program, as I envision it, will express to teachers the public's regard for the job they do.

Those of us in education must support our profession. I hope, in this small way, to show my high regard for what we have chosen as our life's work. I think it's TIME to recognize the contribution of the dedicated teachers who influence our future citizens.



—Ed Argenbright
State Superintendent
of Public Instruction

CENTENNIAL LOGO CONTEST

The Montana Centennial Commission plans to adopt a logo commemorating Montana's 100th birthday in 1989. The logo will graphically represent the statehood centennial.

Amateur and professional artists of all ages are invited to submit a logo design in a statewide contest. The winner will receive a $200 cash award. Entries due no later than February 15, 1986.

Details have been sent to school administrators with the December *OPI Report*. Or, contact the Public Information Office at OPI (1-800-332-3402).

Teacher of the Year, cont.

Montana Alumni Association, the Leadership Missoula program and several task forces on education. He and his wife have two children, who frequently accompany him on his Montana Seminar tours.

In 1973 Stearns and Doug Chase, now Chief of Police in Missoula, developed a "mini-course" in criminology. It is now a routine part of his sociology class for juniors and seniors and has become a model for similar courses in the state. A documentary on the class was aired on public television in 1983.

In the course, a variety of guests speak frankly to students about the legal system and their own roles in it. A drug/alcohol abuse counselor, social worker, staff and youth from centers such as Mountain View and Swan River Youth Camp, attorneys, a state legislator, youth court officer, law enforcement and prison personnel, judges and many others are guest speakers. "Teachers *should* bother the outside world," encourages Stearns. "Many people have expertise that can be shared with students."

For Stearns teaching is a cooperative venture between teacher and student and among teachers themselves. Teachers tend to be selfish sometimes, he feels, when they should help each other improve their skills. He suggests having past Montana Teachers of the Year and other outstanding teachers speak at education classes in colleges and universities—"selling the profession and good teaching strategies." They also could give community/school presentations at the beginning of the school year, share innovative teaching practices, model classrooms or issue forums on public television programs, and exchange materials with other teachers.

After each of his classes, Stearns stands at the door to say goodbye to each student. "They are individuals," he said, "and I recognize why they are here. I have a quote on my board, which sums it up: 'All learning is not easy—necessary, but not easy.' "□

Runners-up in the Montana Teacher of the Year program were Raymond Campeau, Bozeman Senior High, and David Hashley, Flathead High, Kalispell. Selection committee members were Earl Britton, Office of Public Instruction; Richard Roeder, Lt. Governor's Office; Karen Sexton, Principal, Lincoln School, Helena; Penny Koke, Superintendent, Montana City Schools; Kay McKenna, Lewis and Clark County Superintendent of Schools; and Bill Cunneen of OPI, sitting in for Pete Carparelli, Principal, Helena Middle School. Ed Eschler of OPI supervises the program.

A Teacher's Philosophy

Enthusiasm for Students, Subject and Learning

Curiosity and creativity are innate human characteristics, and interaction in the classroom should fan these flames, not dampen them with petty put-downs and dull routines. Establishing a positive attitude toward learning is as important as teaching particular facts and figures.

A teacher should instill in students a strong sense of courtesy and respect for others and for the earth itself A teacher should challenge students to seek varied solutions to the problems in each academic discipline, in their own lives and in society.

I think students should envision possible futures. Much of what I teach is concerned with tomorrow, how we will live, what we might expect, how we can plan for and cope with change. I try to convey the correlation between the past, present and future.

I try to appreciate each student as an individual. I acknowledge significant events in their personal lives, whether it is an athletic triumph, performing in a school assembly, making National Honor Society or asking a particularly good question.

With controversial issues [in current events], I present the merits of each side, always stressing the need to analyze and develop a reasoned opinion. I love to be a "devil's advocate," to take a stand that is outlandish, or to counter prevailing opinion. Always I want my students to argue their case, to probe mine and to disagree intelligently. Ultimately I expect them to perfect their communication skills.

I change my courses significantly each year. Personal growth and challenge is as important to me as it is for my students. If I am excited about new materials and activities, I know my students will be, too.

I grade myself at the end of each class, and I grade hard. I constantly seek to improve my course content, methods and interaction with students. I promote teaching as a cooperative venture, with students as well as teachers sharing and evaluating teaching techniques.

—Hal Stearns

MONTANA'S TEACHERS OF THE YEAR

1986 Hal Stearns, Missoula
1985 Donald Neu, Kalispell
1984 Kenneth Price, Helena
1983 Don Goddard, Kalispell
1982 Susanna Irion, Monforton
1981 Clifford Nelson, Seeley Lake
1980 Nikki Meyer, Helena
1979 Kenneth Monilaws, Inverness
1978 Jerry Whitmer, Billings
1977 Vera Bruggeman, Baker
1976 Fern Flanagan, Helena
1975 Dan Rude, Missoula
1974 Jo Lavold, Big Timber
1973 Stanley Morse, Great Falls
1972 Jack Johnson, Billings
1971 Alberta Klockler, Helena
1970 Verlin Mintz, St. Ignatius
1969 Matilda Johnston, Missoula
1968 Alice Hemphill, Havre
1967 Edith Kair, Libby
1965 Dean Pence, Huntley
1964 Madalen Sauber, Anaconda*
1963 Daniel Radakovich, Glasgow*
1962 Mildred Hug, Billings
1960 Sue Schmidt, Wolf Point
1959 Montana not eligible to compete
1958 Montana not eligible to compete
1957 Montana not eligible to compete
1956 Richard M. Nelson, Kalispell**

* Honor Roll Winner (one of 10 national finalists)
** National Teacher of the Year

MONTANA SCHOOLS

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FOREIGN EXCHANGE PROMOTES PROFESSIONAL GROWTH

Many educators have sought professional growth through exposure to other cultures or the sharing of ours with people from other countries. Such experiences are personally and professionally enriching and ultimately benefit students.

Two Montana teachers have written of their experiences with teacher exchange programs sponsored by national organizations. In Libby, foreign language teacher Eileen Driscoll's school hosted a teacher from China. Avis Anderson, high school librarian from Glendive, took the challenge of being the "foreign teacher" herself on a cultural exchange program in India.

Libby School Treated to a Taste of China

by Eileen Driscoll

If someone called your mother a horse, you would be angry. Beginning students of Chinese might do just that if they are not careful in which tone they pronounce the simple syllable *ma*. Li Xin, a teacher from Nantong province in the People's Republic of China, exposed foreign language students at Libby High School to such subtleties of a language very different from the European languages they have been studying.

Li Xin spent six months of the 1984-85 school year at Libby, learning English and teaching about life in China. She came as a participant in the American Field Services (AFS) teacher exchange program, in which teachers from China, Thailand and several Latin American countries observe classes in the U.S., teach and stay with a host family. The program introduces the teachers to new methods and improves their knowledge of English.

Libby students were excited about taking time off from Spanish and French to learn useful phrases in Chinese. Li Xin explained that each sound in Chinese can be spoken four different ways, each with a different meaning. Students enjoyed the singing quality of spoken Chinese even though they found it impossible to imitate.

Li Xin also spent time in the grade schools answering questions about China. After watching a party in one grade school, she had many questions about celebrating birthdays. Instead of cakes and candies, longevity noodles are used to observe birthdays in China.

Although she teaches English in China, Li Xin had never had an opportunity to speak English or meet a foreigner until she came to Montana. Consequently, communication was rudimentary at first. She immersed herself in English with a vengeance, using television, English tapes from the reading program and her own strong desire to communicate, and quickly became fluent. Students soon were teaching her teen-age slang expressions.

Li Xin was interested in all aspects of life in the U.S.—from religion and ways of dealing with death to the system of funding schools. After an April 1985 levy failure in Libby threatened loss of employment, she explained job security in China. People can never be dismissed unless they do something very serious, she said. A teacher from her school was put to death for getting a student pregnant. Anyone else would have gone to prison, but teachers are expected to hold higher standards.

In China people live a secure life because medical services, education and employment are guaranteed. However, people give up much personal freedom to make the services work. Li Xin was assigned her job and may be reassigned on her return, with no choice on her part. Although she thinks Libby teachers work hard, in her school she must teach 50-60 students in one class. A prescribed program must be completed, with little deviation. Her students are 18 and 19 years old.

She spent three years working on a farm commune during the Cultural Revolution, a time she did not find pleasing. People had to participate or they would have no access to jobs. Only people who cooperated well were allowed to go to the university, regardless of their qualifications.

China has more than a billion people—minus one, for a few months—and Libby, Montana was far richer for China's lack.

Eileen Driscoll teaches Spanish and French at Libby High School.

For information about the AFS teacher exchange program, write: AFS International, 313 E. 43rd St., New York, NY 10017.

Statue of Liberty Honor Roll

Add these to the growing list of schools whose students have worked hard to raise funds for the renovation of the Statue of Liberty and Ellis Island National Monument.

Big Timber Grade School
Fort Benton Elementary
Bigfork Elementary

Glendive Educator is India's Guest

by Avis Anderson

In June of 1985, I flew to New York to attend an orientation at Columbia University, the first leg of a trip to India under the Fulbright Teacher Exchange Program. Twenty-nine American teachers were India-bound: 13 to study and travel in a history and culture seminar, the rest in a literature seminar. The trip would profoundly affect my ideas about education and my profession.

I had seen an announcement about the Fulbright program in a newsletter for teachers. I sent for the information, applied and, much to my delight, was accepted.

The Fulbright program, sponsored by the U.S. Information Agency and Department of Education, involves a one-to-one exchange for elementary, secondary and postsecondary teachers with teachers in various foreign countries. Applications for the summer exchange are competitive and open to any American teacher, although eligibility requirements and available positions vary by country. As a "Fulbright teacher," I received a full scholarship for the program.

Once in India, our group was under the auspices of the U.S. Educational Foundation in India and the National Institute for Educational Planning and Administration, an Indian organization.

We spent the first two weeks in New Delhi, attending lectures by noted academicians in economics, political science and other areas. One of the most unique presentations was given by Nina Kapoor, a leader in the women's rights movement in India. Her slides and statistics would prepare us for much of what we would see once we left New Dehli.

Our studies done, we flew to Calcutta, Madras, Kanchipuram, Mahabalipuram, Bombay, Aurangabad, Udaipur and Srinagar. The three weeks of travel were spent visiting schools, temples, a jute factory, the famous caves of Ellora and Ajanta and the Gateway to India in Bombay. In Kashmir we lived on a houseboat, took a ride on a *shikara*, a small flat-bottomed boat, and enjoyed the Gardens of Paradise, or Shalimar. We met teachers, administrators, students and many others. Everyone was eager to make our stay in India a pleasant one.

Indian schools are basically two types. "Public" schools actually are private, as in the British system. Students are charged tuition, and usually only the wealthy can afford to send their children there. Municipal and rural schools are similar to American public schools, in that they provide a free education. They are subsidized by the government. Although budgets are minimal and the facilities often are poor, teachers and administrators strive to give the children the best education possible.

Glendive teacher Avis Anderson in India, with students from Springdale, a private school (primary through high school) in New Delhi. The school was one of many public and private schools Anderson visited under the Fulbright foreign study program.

Indians place a great deal of hope in education, despite the many economic and social obstacles. By the end of first grade, 50 percent of the students have dropped out; 15 percent go on to high school and of those, only 6 percent graduate. Four percent go on to college. The Indian government feels that reaching 50 percent literacy for India as a whole will indeed be progress in a nation still struggling with severe poverty.

The schools we visited were varied. Springdale, in New Delhi, was a model school with about 2500 students in primary through 10th grade standard. In Calcutta we observed a boys school run by Hindu priests and a music academy where the students live while they study. In Madras we visited a private classical dance academy and a large school dedicated to the musical arts. Buildings for private tutoring were thatched huts, open to the outside air.

While in Bombay, some of us were guests at municipal schools, and others observed the city's curriculum center, where textbooks are written and translated into 11 different languages.

At a school run by Godrey, a private corporation, our greeting was overwhelming. Teachers, students and administrators said we were "a breath of fresh air" with our ideas and thoughts on education. At Narjee Monsee, a school run as a private trust for a wealthy family, facilities are large and students are given the very best Indian education can provide.

In spite of the variety of impressive education methods and facilities, I returned to America with a stronger commitment to public education than ever before. Education must not only be for those who can pay. In India, I was pleased to be able to say that in my country, education is for everyone. □

Avis Anderson is the librarian at Dawson County High School in Glendive.

If you would like more information about the Fulbright teacher exchanges, write: Fulbright Teacher Exchange, E/ASX, U.S. Information Agency, 301 4th St. NW, Washington, D.C. 20547. Positions for summer 1986 are closed; applications for summer 1987 will be solicited next summer and fall

SCHOOLS CITED IN EPA ASBESTOS PROGRAM

More than two years after the deadline for compliance with federal regulations on asbestos in schools, the Environmental Protection Agency (EPA) has filed civil penalties against ten Montana school districts for violating the regulations. The penalties range from $6,000 to $18,000, and legal action is expected against more schools as EPA continues its school inspection program.

The EPA regulations require every school district to inspect for asbestos and notify parents and teachers if hazardous situations are found. Although the rules call only for identification, location and notification, their intent is to prompt local action to control asbestos, which can cause cancer, mesothelioma and other serious health problems.

Since the program's June 1983 compliance deadline, EPA technicians have been visiting schools to ensure that inspections and notifications were made. The most serious violations of the regulations thus far involve failure to inspect schools for asbestos, failure to sample all areas, failure to notify parents of potentially hazardous conditions in their children's school and failure to keep adequate records.

According to EPA, the cited schools will be given an opportunity to come into compliance within a designated time period

Expanding Your Horizons conferences put girls grades 7-12 in direct contact with women in science professions, such as this chiropractor.

CONFERENCES ENCOURAGE MATH & SCIENCE CAREER OPTIONS

"It's important for girls in high school to be able to look out in the real world and see women scientists," said Sally Ride in a recent interview. As the nation's first woman in space, a physicist and a role model for young women, Ride knows the importance of encouragement during the school years.

An opportunity to get junior and senior high school students, parents and teachers together with women scientists is the Expanding Your Horizons program, an annual event in Montana. The weekend hands-on workshops and career sessions are run by women who use math and science in a variety of occupations—medicine, banking, biology, aeronautics, engineering and many other fields. The direct interaction heightens young women's awareness of the importance of enrolling in math and science courses and the career options open to them.

The conferences will be held next spring in Billings (March 22), Bozeman (April 19), Butte (March 22), Glasgow (March 15), Glendive (April 5), Great Falls (March 22), Havre (March 22), Helena (March 1), Kalispell (April 5), Lewistown (March 22) and Missoula (March 22).

For information, contact Pat Christie at the Office of Public Instruction (1-800-332-3402).

SCHOOLS ARE CANDIDATES FOR EXCELLENCE GRANTS

The U.S. Department of Education is considering proposals from 11 Montana schools for its Excellence in Education grant program. The grants will fund selected public school projects designed to achieve educational excellence.

The Office of Public Instruction reviewed proposals submitted earlier this fall and chose the final 11 projects for the department's consideration. The projects will compete with grant candidates from other states, and the results will be announced in January.

Congratulations to these Excellence in Education grant candidates:

Cayuse Prairie School (Kalispell): Cayuse Prairie Computer Project, a school/community computer literacy program.

Florence-Carlton School (Florence): develop procedure to measure teaching/learning situations that lead to high Academic Learning Time.

Fortine School: Integrated Social Studies for Multi-Grade/Multi-Abilities; a curriculum incorporating language arts, aligned thinking skills, student challenge and success, greater student-teacher interaction.

Great Falls Public Schools: Largent Alternative for High Risk Students, a research, identification, staff development project for working with high risk students, prevention of dropouts.

Havre Public Schools/Lincoln McKinley School: Integrating Effective Schooling for Excellence, a team approach to problem solving and strategies to improve skill attainment, motivation of target students.

Helena District 1: Elementary Sciences: Lab and Field Investigations, a project to increase science literacy of elementary teachers.

Highwood School District 2B: Rural Enrichment Alternative Program, a cooperative program for classroom enrichment, effective use of school/nonschool resources, mentors

Independent Elementary (Billings): Future as Epilogue: The Implications of Choice in Conflict Resolution, the development of teacher/parent training model in counseling skills, issues-oriented curriculum, community resources.

Joliet School: Joliet Learning Resource Center Community Project, a school/community resource center.

Lewistown District 1: Language Arts Curriculum Competency Test Project, the development of a test to assess and improve active learning time; improve parent awareness of curriculum.

Skyview High School (Billings): Essential Skills of Teaching project, to train staff in Instructional Theory Into Practice (ITIP)-Hunter Model, including ongoing collegial inservice.

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CERTIFICATION UPDATES

The following summarizes recent changes in state teacher certification requirements. If you need more information, please call Certification Services at the Office of Public Instruction (1-800-332-3402 or 444-3150).

Guidance Endorsement

Effective September 1, 1986, all persons serving as 1) guidance counselors (high schools, junior high and middle schools; grades 7-8 funded at high school rates) who are not endorsed, and 2) guidance counselors in grades below 7 who hold a secondary certificate, must verify that they have completed a college-approved guidance K-12 program and 3 years successful teaching experience.

School Psychologist

All persons serving as a school psychologist need a special certificate. This is not an instructional certificate. Persons serving in this capacity cannot fulfill the role of a guidance counselor without also meeting the requirements for and holding a guidance endorsement on a teaching certificate.

5-12 Level Certification

Persons affected: 1) holders of secondary certificates who want to teach or be secondary school principals in schools departmentalized down through grade 5 and 2) all new applicants for secondary certification who have graduated from approved 5-12 programs. Secondary level certificates issued before July 1, 1983, will be valid in grades 7-12 unless the additional course work has been completed to meet the 5-12 requirement. The recommendation of an appropriate official is required.

College Accreditation and Renewal Credits

The Board of Public Education voted to maintain its policy that colleges must be fully accredited in order to offer credits acceptable for teacher certification or certificate renewal. Teachers seeking renewal credits should make sure those credits are from colleges that are *fully* approved, not those with provisional status or without accreditation.

In addition, colleges must be accredited by an agency acceptable to the Board of Public Education. This policy also restricts the use of private consultants representing organizations that are not accredited. If you plan to take credits for certificate renewal from an out-of-state school or plan to add endorsements, be sure to verify a college's approval status. If you cannot, call OPI for assistance.

Renewal Credits

Credits obtained after September 1, 1983, and used for renewing or reinstating a teaching certificate must supplement, strengthen and update a teacher's basic preparation. Such credits must be those that: 1) would be approved by an accredited college as part of a teacher preparation program; or 2) the college would allow in a new area of endorsement; or 3) include new developments in education which were not part of the teacher's original preparation (e.g., computer-assisted instruction, mainstreaming, gifted/talented); or 4) be a result of an approved equivalency program as per section 10.57.206 of the Administrative Rules of Montana (guidelines available from OPI); or 5) provide instruction in a language other than English.

Courses taken previously may not be taken again for renewal purposes unless they are specifically approved. Requests for approval must be in writing, with appropriate justification.

Class 5 (Provisional) Certificate

In April 1984, Class 5 certificate longevity was reduced to 3 years, with an extension of 2 years possible only in educational circumstances beyond the teacher's control and verified by either 1) the college where he/she is taking training or 2) the school where he/she is employed.

The Class 5 certificate will not be issued to an individual already under contract as a regularly certified district faculty member who wants to teach at a different level. (This provision does not apply to a teacher who is selected for promotion at the same level or to administration in the district, nor does it apply to Class 5 applicants who are meeting recent training requirements only.)

A plan of professional intent from the college where the teacher is completing course work must be filed in the office of the chief administrator, and the district must ensure a yearly reduction of deficiencies in each teacher's plan.

Class 5 certificates issued before April 1984 will remain valid for the period of the certificate unless revoked for cause.

Application Procedures: Health

Montana state law, section 20-4-104(1)(b), says that a teacher should have "a certificate of a licensed physician attesting to his/her satisfactory health" to qualify for certification. Rather than simply requiring a TB test, the certification application will be more explicit in requiring health verification from a licensed physician.

ARM 10.57.211 Test for Certification

Effective July 1, 1986, all new applicants for initial Class 1, 2, 3 or 5 certification must complete the National Teachers Examination Core Battery with a minimum score established by the Board of Public Education. Current Class 2 standard certificate holders will not be required to take the test to qualify for a Class 1 certificate if they obtain the Class 1 certificate before October 1, 1991.

Individuals seeking to reinstate lapsed certificates will also be required to satisfactorily complete the test. All existing valid certificates will be renewed on the basis of the rules under which they were issued

Class 3 Administrative Certification

Recent Board of Public Education action has changed rules for administrative certification. Persons enrolled at an accredited college in an approved master's or administrative program leading to Montana administrative certification *before* September 1, 1985, are eligible for administrative certification under the old requirements until September 1, 1988. Applicants for administrative certification *after* September 1, 1985, must comply with the new rules

Superintendent

1. Master's degree in school administration.
2. Eligible for Class 1 or 2 teaching certificate.
3. Full eligibility for a principal endorsement in Montana
4. 12 graduate quarter credits beyond the master's degree to include:
   a. School management/facilities
   b. School negotiation
   c. School finance (economics of education)
   d. Public relations
5. 12 graduate quarter credits in elementary education to include elementary administration and elementary curriculum if endorsed at the secondary level, 12 graduate quarter credits in secondary education to include secondary administration and secondary curriculum if endorsed at the elementary level
6. Experience: 3 years teaching experience from the date fully qualified as a principal, or one year administrative experience as an appropriately certified administrator (principal, assistant principal, supervisor), or one year of a supervised internship as superintendent.

Principal

1. Master's degree in school administration or the equivalent.
2. Must be eligible for Class 1 or 2 teaching certificate with proper endorsement.
3. Verification of a minimum of 3 years of successful experience as an appropriately certified and assigned teacher at the proper level.
4. At least 21 graduate quarter in education or the equivalent to include:
   a. General school administration
   b. Specific area administration as appropriate (elementary or secondary)
   c. Administration of guidance services
   d. Supervision of instruction/evaluation at appropriate level
   e. School curriculum at appropriate level
   f. School finance (budgeting)
   g. School law

NEWS BRIEFS

HISTORICAL SOCIETY TOURS AFFECTED BY CONSTRUCTION

The Montana Historical Society in Helena is undergoing extensive building construction. Some galleries and parts of the museum will be closed to the public after January 1.

Teachers who want to bring their students on tours should call for updates on renovation and closures. Call Jennifer Thompson or Joan Haefer, 444-4789.

PRECERTIFICATION TEST MAY BE TAKEN THIS YEAR

Educators and prospective teachers are reminded that the National Teachers Examination Core Battery will be given this school year. The three separate two-hour tests are in the areas of communication skills, general and professional knowledge.

The NTE Core Battery is valid for the new teacher testing requirement passed by the Board of Public Education last spring. The rule, which requires that all teachers demonstrate competence in basic skills before they are initially certified to teach in Montana's public schools, is effective July 1986. Prospective teachers may be interested in taking the NTE exam early, during its 1985-86 cycle.

Test dates are April 5, 1986 (registration closes March 3) and June 28, 1986 (registration closes May 26). Information about registration, test centers, fees and score reporting is contained in the *NTE Bulletin of Information* available from local college test centers or: NTE Programs, Educational Testing Service, CN 6051, Princeton, NJ 08541-6051.

BOARD AGAINST ATTENDANCE RULE

At its October meeting, the State Board of Public Education voted against a rule requiring students to be in attendance during at least 90 percent of their school's total instruction time in order to receive academic credit.

Several education organizations and school boards were opposed to the "90 percent rule" on the grounds that it would interfere with the governing authority of local trustees.

ACT SCORES INCREASE SLIGHTLY

The scores of Montana students who took the American College Testing Program (ACT) exam in school year 1984-85 increased slightly in all areas except mathematics, where they remained the same as the previous year. Montana students' scores again were above the national average in all areas. The scores were:

Area	MT 84-85*	Natl. 84-85
English	18.5 (18.3)	18.1
Math	18.4 (18.4)	17.2
Soc. Studies	18.3 (18.2)	17.4
Nat. Science	22.4 (22.1)	18.6
Composite	*19.5 (19.4)*	*18.6*

*Figures in parentheses are for 1983-84.

In Montana, 5,565 students took the ACT in 1984-85, or approximately 53 percent of the state's high school students.

"It's like my heart pounding.

SOME TEACHERS HAVE AN exceptional ability to bring out their students' innate gifts of expression. Mick Fedullo is such a teacher. He skillfully lets his students know that within them there are poems and, with a few simple tools, they can give them shape.

Fedullo, a poet-teacher from Arizona, has for two years worked as a consultant to several predominantly native American school districts in Montana, by invitation and/or under their bilingual education programs. During the few weeks he spends in Montana, he gives students in grades 4-8 an intensive, positive experience in poetry reading and writing. His teaching encourages self-confidence and self-esteem and a greater mastery of language arts through creative expression.

Fedullo walks into a classroom knowing that his time is brief, his art form is complex and even intimidating, and his students—though they may not know it yet—have great talents for it. He builds a friendly rapport by lively exchanges and storytelling, creating an atmosphere in which writing becomes pleasurable. He shares with the students poems by well-known Anglo and Indian poets and other Indian student poets, poems that inspire as well as provide models for specific techniques and forms, such as simile, alliteration and meter.

"I try to get across the idea of a poem's shape," Fedullo said. "I also give students the freedom to reach the subject inside of them and translate it into a creative form." Subjects chosen most frequently are drawn deeply from the children's personal experience—their own feelings, their culture and nature.

Once given the basic tools of the craft, students compose their own poems, read them aloud and share comments in open discussion. "I am astounded by their talent. It just flows out of them," said Fedullo. "So many already are naturals, especially at visual arts. When they understand that they can have as much fun writing words as drawing pictures, they discover a new form of expression."

Fedullo began his unique curriculum in 1979 as writer-in-residence in the Sacaton School District on Arizona's Gila River Reservation. At first sponsored by the Arizona Arts Commission, the program was later funded through Title IV of the Indian Education Act, largely because parents rallied to gain the support necessary to keep him on full time. At Sacaton for five years, his teaching nurtured some accomplished young poets, whose writing appears in both English and Pima in *Adobe Sings, An Anthology of Poems by Pima Indian Children.* Several traveled great distances to give readings of their work. Fedullo is not sure who was more overcome—the students, naturally apprehensive about standing before an audience, or the audience, awed by the young people's talent.

In Montana last spring, Fedullo visited schools at Lodge Grass, Busby, Lame Deer, Crow Agency, Hardin (Hardin and Fort Smith schools), Pryor (St. Charles School) and St. Xavier (Pretty Eagle School). He usually helps the schools develop a manuscript of student poetry in some sort of printed form. In 1984 students published *Poetry by Students at Rocky Boy Elementary School, The Time Up in the Sky,* an anthology by students at Heart Butte School, and *Axxashe,* poems by children at Crow Agency. This year, a sparkling anthology of poems and drawings, *Together,* is the work of students at Crow Agency, Hardin Intermediate and Fort Smith School. It was put together by the students, schools and the Crow Agency Bilingual Materials Development Center.

Fedullo continues his program from his new home base in Globe, Arizona, and has published several books of his own poetry. He hopes to return to Montana next spring.

At the heart of his teaching is a keen perception of young imaginations, a knowledge that, in the words of Alfred North Whitehead, "art flourishes where there is a sense of adventure." In a recent interview Fedullo said, "When kids understand that poetry is not something abstract, something floating out there beyond their understanding, when they understand that great poems are great because they deal with everyday experience, then they really open up much more and can begin to develop their writing skills."

Read for yourself these few poems selected from the many written by Fedullo's students, and you will see that these skills are indeed impressive.

These poems are included here by permission. ***They may not be reproduced without written permission*** *from the schools that sponsored the poetry program.*

Crow Agency-Hardin-Fort Smith

From *Together: An Anthology of Poems,* 1985

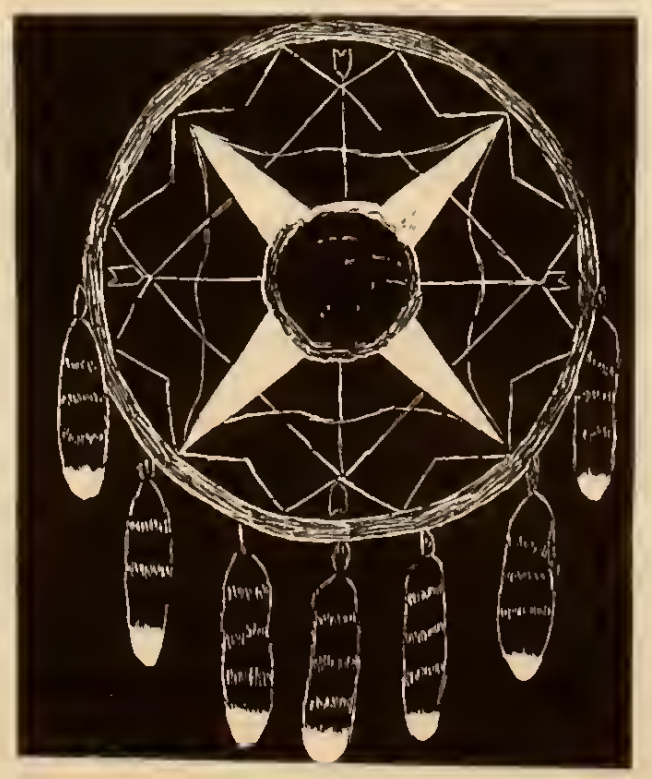
WHEN I DANCE

I love to dance with my
feathers flying freely. I dance
Because I am a Crow. I dance
with the beat of the drum. It's like
my heart pounding.

When I dance I feel like
never stopping. I look at
the drummers going faster and
My heart goes wild.

I may lose a contest but
I am very proud. I look
at the singers screaming
like the wind. I am proud
to be a Crow.

Chris Parrish, 5th



Marc Small, Box Elder Jr. High

"MY GREAT GRANDFATHER..."

My great grandfather told me his
feeling inside him. He told me

that happiness can't last a long
time.

It's just like a rainbow fading away.
Happiness is like

an eagle slowly looking for prey over the
valley

or watching your grandfather
pound on the drum, slowly watching

his sorrow pass by a dead tree.

My great grandfather that rose from
the dead, he told me all these things.

When he was walking in the forest
with his moccasins, he told me

that we could take pain, that it passes

like when the rainbow moves
from your eye sight and moves

all the bright colors.

Mike Takes Enemy, 6th

HANDGAME

I usually go to handgames.
The singers remind me of

meadowlarks whistling on a
cool, spring day, and the
women with their shawls

remind me of prairie chickens
with their feathers on their backs.

Richard Singer, 5th

THE SUNSET

I see the sun going down. I feel the
warmth of the sun. The ring of the sky

makes me feel like I'm in space.
The sun is gone now, I see the
moon and stars covering the night sky.

I see the falling star going so fast
it leaves a rainbow behind. It flies
across the moon. The rainbow stares at

the moon. The Indians call it a sun dog.

Sunny Old Elk, 4th

Lame Deer School

"AFTER IT HAPPENED"

After it happened
The darkness stood still
Heavy fog faintly moved
Creepy crickets moaned for mates

Rain clouds were far off
Moving like turtles in the sky
Moist grounds were mushing with worms
In and out, in and out

In the tall tree branch sat an owl
Eyes and ears watching and waiting
Around the hill, light will soon appear

Rayetta Spang, 8B

STUDENT POETRY RINGS WITH CREATIVITY

SNOW

Crisp cool ever staying cold
Never trying to hurt you.
Are other people

Never taking a breath
To stop and think

Why should you ever
become a wild and dangerous storm,
snow?

John Brown, 8th

"HERE I SIT..."

Here I sit
watching the rain
as it comes down
like a fall

Wishing I could go out
and play some ball
but I can't
cause it's falling
like cats and dogs

Then the wind, wild and reckless,
making the trees sway and fall

Neil Beartusk, 8A

THE SPRING FEELING

The Spring feeling is like a rose sprouting
So joyous and free
Full of happiness being released by a
humble stream,
The stream of life full of gleam
Before it's over it'll sparkle like a jewel.

Stuart Gardner, 8A

Rocky Boy School

From *Poetry by Students of Rocky Boy Elementary School*, 1984

A BUFFALO

A buffalo running along
the purple, grassy mountains.

The buffalo's silky black
coat of fur

shines like the yellow
gold in the black hills.

The lightning's ferocious volts
of light strike down

in front of the buffalo
and drive the buffalo

back to the piney green
grass of the great plain.

Gidge Henderson, 8th

TO AN EAGLE

Eagle, I see you flying
high in the sky,

as beautiful as a sunset,
and soaring with a long
glide of happiness...

Dawn Sun Child, 7th

TO AN OWL

Hooting loudly in the winter night,
Shades of pines and rocky hill,
Why are you the bad luck bird,
When all you want is solitude?

Alin Crain, 7th

THE DEER

The deer moves smoothly through a thick, soft trail. He stops, he senses something: his favorite clover leaf with spring water. At high noon he plays with his mate. He plays and plays until it is late.

Willie Raining Bird, 6th

Pretty Eagle School

St. Xavier, Montana

CROW FAIR

On Crow Fair I chase girls
Like I am chasing horses
Sometimes I think
I am running on a race track
And think that I am dead last
A lot of girls ahead of me
A mile and a half

Donnie LaForge, 8th

THE SCREAMING EAGLE

I was walking
down a trail,
in the mountains.

I stopped,
a loud noise caught
my attention I looked up,
I just saw a figure.

In a few minutes
I saw a screaming eagle
I never saw him after that

Tom Bear Cloud, 6th

Heart Butte School

From *The Time Up in the Sky*, 1985

THUNDERSTORM

The thunderstorm
can frighten, it's scary
and gloomy.

When it rains
you can go outside
and open your mouth
to catch the raindrops.

When it gets done
raining, go out
and smell the
fresh air.

Elaine Spotted Eagle, 7th

IN THE SNOW

In the snow, some of the
animals sleep for
half a year.

In the snow, all you
see are white
figures.

In the snow, everything
is still and quiet,
almost as if the

world went to sleep
waiting to be
awakened for

when the snow leaves
and is replaced
by the sun.

Kathy Horn, 7th

STARLIGHT

When starlight
comes, it is a
beautiful sight to see.

The eyes glow on
a deer like the soft
light of a candle.

The trees wave
in a silent way,
as if the water
was rushing up on shore.

Starlight can
be seen everywhere,
except when you
are asleep.

Harlan Bird Rattler, 7th

HAIL

As I look out into the hail,
I see the little white balls coming

Down like an avalanche. As the
Clouds burst out into rain,

I think of a flood coming
Down from the mountains.

I think of the time
Up in the sky.

Gary Talks About, 8th

RESOURCE NOTES

***Resource Notes**, by staff specialists at the Office of Public Instruction, give Montana educators a variety of useful information and access to important resources in specific subject areas. If you have any questions about what you read here or simply need assistance, call OPI (1-800-332-3402).*

GIFTED & TALENTED

School Year Grants for Gifted & Talented Programs

Bringing something new into existence is one of life's most exquisite joys. The "something new" in public schools is the growth of innovative programs for gifted and talented students. Many districts fund their programs entirely from local dollars; some combine with block grant monies, and about a third of the districts combine local dollars with state funding.

For the 1985-86 school year, these districts have received competitive state grants to plan, implement and further develop gifted and talented programs in their districts: Arlee, Arrowhead (Pray), Big Sandy, Butte, Carter, Centerville, Chester, Clyde Park, Columbia Falls, Corvallis, Dawson County High (Glendive), Fort Shaw/Simms, Frenchtown, Glendive Elementary, Hamilton, Hardin, Highwood, Joliet, Kalispell, Laurel, Libby, Lolo, Manhattan, Missoula, Montana City, Pine Creek (Livingston), Poplar, Ronan, Seeley Lake, Shepherd, Red Lodge, Sun River, Swan Valley, Turner, Twin Bridges, Ulm, Vaughn, Victor, Wilsall, Winnett. A 1985-86 directory, *Montana Programs for the Gifted and Talented*, is available from OPI.

State Grant Money for Gifted & Talented Programs 1986-87

The 1985 Legislature appropriated funds for the development of gifted and talented programs in Montana. The $100,000 allocated for the 1986-87 school year will help school districts strengthen elementary and secondary education by supporting locally initiated proposals and activities that improve educational practices for gifted and talented students.

Grants of a maximum of $5,000 will be awarded on a competitive basis for one year only and will require equal matching funds from the local general fund. The district match must directly reflect the objectives and activities of the particular grant. Grant applications will be available from OPI after January 6. Term of the grants is July 1, 1986, through June 30, 1987.

Target population will be any public school district, K-12 or any portion thereof, with identified gifted and talented students in such areas as creative and productive thinking ability, general intellectual ability, specific academic aptitude, leadership ability and visual and performing arts.

Those interested in preparing a proposal should contact OPI (Nancy Lukenbill).

Talent Search: A Growing Success

Over the past several years, more Montana students have become involved in the Rocky Mountain Talent Search, a program that recognizes gifted junior high and middle school students. Last spring 154 students were honored at a Talent Search awards program in Helena. Each had scored at or above college-bound high school senior levels in math and verbal SATs and the Test of Standard Written English.

Talent Search facilitates academic progress through educational program counseling and opportunity for participation in advanced programs. Its Denver office covers a 7-state region, which includes Montana. OPI helps coordinate the program here.

Student benefits are diverse. Participants may compare their abilities in math and verbal reasoning and composition skills with those of other able students in the region and nation; they and their districts receive information on score interpretation and educational planning; and each student receives a certificate of participation and information about advanced summer study or school year programs. Students who meet criteria for summer programs may attend Talent Search institutes at the University of Denver or other universities. Also, students meet and share experiences with others like themselves.

Since Montana became actively involved in Talent Search three years ago, data are beginning to show the program's effectiveness. More students are participating, with 343 students last year compared to 164 participants in 1982-83.

Educators find they have a program that really benefits their gifted/talented students. In addition, information from the program is becoming useful in profiling gifted/talented students and the programs that enhance their academic progress.

The deadline for the 1985-86 Talent Search program has passed. But if you would like an information packet for the future, check with your school counselor or principal, or contact Nancy Lukenbill at OPI.

OPI SPECIALISTS MAY BE REACHED ON THE HOT LINE

1-800-332-3402

Literary Endeavors for Students

The Promising Young Writers Program, sponsored by the National Council of Teachers of English, recognizes outstanding writers in junior high and middle schools. Another program of interest is the International Reading Association's literature awards for student prose and poetry. For details on both, see "English Language Arts" below.

Avon Books has a competition for students ages 13-18 who submit material for the 1986 Avon/Flare Young Adult Novel Competition. The winner receives a publishing contract and national publicity for his/her novel. A biannual event, the next competition begins January 1, 1987. For information, contact: Avon/Flare Novel Competition, Avon Books, 1790 Broadway, New York, NY 10019.

Student Seminars in Washington

Seminars in Washington, D.C. for junior high and middle school students are a unique series of government study programs. The program enrolls about 100 students grades 7-9 in each of four one-week sessions in 1986. Teachers are encouraged to accompany their students in a valuable week of learning activities that can be brought back to the classroom.

For information, contact your social studies faculty, guidance counselor or Nancy Lukenbill at OPI. A toll-free number for the program is 1-800-368-5688 (Washington, D.C.).

Math Olympiads for Elementary Students

Math Olympiads offer another year of creative problem solving. Contest dates are: December 17, January 14, February 11 and March 11. Contact Dr. G. Lenchner, Executive Director, MOES, Forest Road School, Valley Stream, NY 11582.

Speaking of the Future

Salt Lake City will host the world meeting of the Council for Gifted/Talented in August 1987. It's a year ahead, but only a state and a half away. Keep it in mind!

AGATE Conference

A combination of state conference, preconference workshop and a student component for Rocky Mountain Talent Seach participants will encompass the 1986 Montana Association of Gifted and Talented Education conference in Kalispell, April 27-29.

A special guest for Talent Search kids: Dr. Jacques Vallee, computer scientist and writer, who was the real-life model for the character of the French scientist in *Close Encounters of the Third Kind*.

For more information, contact Paula Fascilla, 474 3rd Ave. EN, Kalispell, MT 59901 (752-2748).

—Nancy Lukenbill
Gifted/Talented Programs Specialist

ENGLISH LANGUAGE ARTS

Awards Encourage Early Writing Skills

A new program from the National Council of Teachers of English (NCTE) recognizes outstanding writers in junior high and middle schools. The Promising Young Writers Program, modeled after NCTE's Achievement Awards in Writing for 11th graders, seeks 8th grade students who demonstrate exceptional writing skills.

The program stresses the need for students to develop writing abilities early. It is designed to stimulate the writing talents of some students while emphasizing the importance of writing to all students.

By February 15, junior high and middle school faculty should submit nominations of 8th grade students. The number of nominees per school is based on average daily enrollment (under 175 students, one nominee; 175-349, two; 350-524, three; 525-699, four; and 700 or more, five). In March, nominated students will be sent an impromptu theme for a writing sample, which is due in May. Final awards are made on the basis of population (Montana will have two).

For more information, write: Promising Young Writers Program, NCTE, 1111 Kenyon Rd., Urbana, IL 61801, or contact Claudette Morton at OPI.

Literature Award

An award of not less than $25 and a certificate of merit will be given by the International Reading Association to elementary and secondary students in recognition of qualitative excellence in original prose or poetry. Entries will be judged on their creativity, originality and beauty of expression. Final decisions will be made by March 15.

Entries are due by February 1, 1986. For more information please contact: Outstanding Literature Award, IRA/SIG, Gifted Creative, c/o Cleo Bill Heiple, Hawthorne School, 705 W. Hawthorne, Ontario, CA 91762.

—Claudette Morton
English Language Arts Specialist

ARTS EDUCATION

Smithsonian Slide/Cassette Programs

The National Gallery of Art in Washington, D.C., recently designated Minnesota's Plains Art Museum an affiliate distributor of National Gallery slide and videocassette pro-

RESOURCE NOTES

grams. The distribution area includes western Montana.

Programs are available for loan to secondary schools, colleges and universities in the distribution area. No fee is charged, except for the cost of shipping to and from the interested party. Programs are available in ½-inch VHS, ¾-inch U-matic and slide formats.

A master list of the programs is available from the Plains Art Museum, 521 Main Avenue, Moorhead, MN 56560.

—Janet Atwal
Arts Education Specialist

MATH/SCIENCE EDUCATION

Top Teachers Honored

William Chalgren, math teacher at Libby High School, and Kenneth Price, who teaches science at Helena High School, are winners of the 1985 Presidential Awards for Excellence in Science and Mathematics Teaching.

Winners receive a $5,000 grant from the National Science Foundation to use in their schools' science and math programs.

Federal Math/Science Program Update

Information from the statewide needs assessment required as part of the federal math/science program has been collected. Information came from secondary teachers of math, science, computer science and foreign languages, and from elementary teachers and elementary and secondary principals, providing one of the most comprehensive studies of needs in these critical areas.

Throughout the state, four areas of concern surfaced: using computers as tools in math teaching; an activity approach to math teaching, changes and trends in math curricula; and developing high order skills in students through the math curriculum.

Local grant applications are now being processed by the Office of Public Instruction for fund distribution by the first of next year. While the actual flow-through funds to districts may seem small in many cases, benefits may be realized if districts pool their funding to meet common needs. For example, several districts could put on a full-day curriculum inservice together or bring in outstanding regional or national speakers to offer inservice in critical needs areas.

Districts should remember that funds from the federally legislated program must be used for staff development in math and science. If you have questions, call Bob Briggs, Science Specialist, or Dan Dolan, Math/Computer Education Specialist, at OPI.

Parent/Teacher Cooperation in Math Learning

Teachers always look for new ideas to increase teacher/parent cooperation and foster parent assistance in students' mathematics learning. The National Council of Teachers of Mathematics (NCTM) has such an idea.

NCTM will provide parent gift certificates that can be handed out at parent conferences, open house, or simply sent home with students. The certificates entitle the parents to a free copy of NCTM's *Help Your Child Learn Math,* which offers six learning strategies to reinforce math skills.

For more information or copies of the gift certificates, contact Dan Dolan, OPI.

—Dan Dolan
Math/Computer Ed Specialist
—Bob Briggs
Science Specialist

PUPIL TRANSPORTATION

Advisory Council Active on Bus Standards and New T-9 Driver Forms

With the help of the Advisory Council on Pupil Transportation, Terry Brown, Pupil Transportation Specialist at OPI, is preparing final drafts on updates and changes in minimum standards for school bus construction and operation. State Superintendent Ed Argenbright will then consider them. If all goes according to schedule, this phase should be completed by January 1, 1986, and the proposals will be sumitted to the Board of Public Education for final approval.

In September the Advisory Council also completed work on a new T-9 school bus driver form for physicals. The form is now being examined by State Superintendent Argenbright and OPI's staff attorney. After their approval, the new forms will be printed for distribution.

Terry Brown of OPI extends special thanks to the Advisory Council members for their dedication to improving school bus safety in Montana. Members of the 1984-85 Advisory Council were Esther Nelson, Chairperson, Bozeman; John Oay Rider, Heart Butte; Jerry Perkins, Bozeman; Cliff Steel, Butte; Al Menke, Lakeside; Robert Johnston, Oeer Lodge; Col. Robert Landon, Helena; Kay Norenberg, Rudyard; Robert Krogh, Roundup; Alice Tully, Missoula; and Claudia Steen, Great Falls.

Special Ed Meetings A Success

We were enthusiastic about the number of people who attended the Special Education Pupil Transportation meetings in September (Missoula, Great Falls, Billings). Our task was to gather ideas for establishing special education transportation policies and procedures. Or. Linda Bluth from Baltimore Public Schools in Maryland did an excellent job of making us aware of needs to be met with our policies and procedures. In the next month, we should have a task force who will make final proposals for Superintendent Argenbright's consideration.

—Terry Brown
Pupil Transportation Specialist

TRAFFIC EDUCATION

Montana's Law of Love

Beginning last October, Montana's child passenger safety law incorporated this legislative modification: "On initial violation a citation shall be issued. No penalty may be assessed if the violation of 61-9-420 is corrected within 30 days providing the proper court with proof that a child safety restraint system meeting the requirements of 61-9-420 was purchased or leased and properly installed in the vehicle. If not corrected, the violation shall be punishable by a fine of not less than $10 or more than $25. Subsequent violations within three years are punishable by a fine of not less than $25 or more than $100."

Parents Warned on Three-Wheel Vehicles

The Consumer Product Safety Commission cautions that children under age six should not be allowed to operate three-wheel, motorized all-terrain vehicles (ATVs). An Alaska study, however, shows the vehicles are dangerous even to those much older than six years old. In two years, 20 persons ages 12-53 died in three-wheeler impacts.

Though children under six may have the physical ability to handle three-wheel vehicles, their thinking is characterized by "magical thinking, egocentrism, and only the most rudimentary ability to deal with causal relationships," according to the commission.

ATVs are popular in Montana. Safety education should include information and discussion about using them appropriately.

Parents of Drinking Teens

Feeling powerless about drinking and driving by their teenage children, parents tend to shift responsibility for controlling the problem to schools, the legal system and government. This is one finding of a study conducted fur the National Highway Traffic Safety Administration (NHTSA) by Creative Associates, Inc.

The study, which included a review of current literature, an analysis of prevention programs, individual interviews and focus group discussions, also found a lack of communication between parents and teens on the DWI problem. Other findings were a tendency for teens to attribute greater consequence to getting caught than to the behavior of drinking and driving itself, and the feeling among parents that they cannot compete with negative influences outside the home that encourage the use of alcohol among teens. The study said that parents should play a more positive role in educating their children about drinking and driving and that OWI prevention programs should provide them with the information, means and social support to overcome their feelings of helplessness.

Limited copies of the final report on the study (OOT-HS-806-329 to -333), published in four volumes, are available from the National Technical Information Service, 5285 Port Royal Rd , Springfield, VA 22161.

1986 Traffic Education Conference

The annual conference un traffic education will be held May 4-5 at the Yogo Inn, Lewistown. Conference information will be mailed directly to traffic educators in March.

—Curt Hahn
Traffic Education Specialist

FOOD SERVICE

Butte Schools Honored

The Butte Public Schools food service program was selected by the Office of Public Instruction and the U.S. Oepartment of Agriculture to receive special recognition for its exemplary program. Accorded during National School Lunch Week, the honor recognized innovative ideas that have improved participation, computer application of meal cost control, good management practices and efficient operation.

Food service director Rick Kravas and his staff, the school board and administrators have turned an average program into an outstanding one. Congratulations on a fine program!

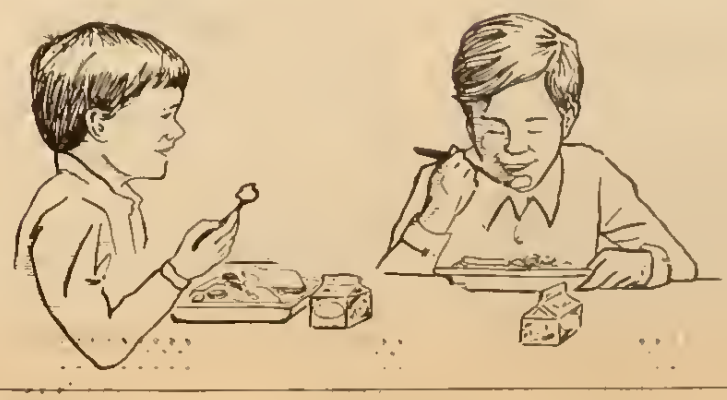
Cooperative Purchase

The latest Cooperative Purchase bid was awarded to Gamble Robinson Co. Orders totalling over half a million dollars were submitted by 162 school districts, 21 more schools than the Oecember 1984 bid. Gamble Robinson won the bid by $695, a difference of just .12 percent.

Deadlines for the Oecember 1985 bid have passed. Another request for orders will go out next April for the September 1986 bid.

Other states are recognizing the program's success, judging from the many inquiries. The *Congressional Record* mentioned Cooperative Purchase as a cost-saving practice.

—Brishin Skiles
Director, School Food Services



UNCLASSIFIEDS

***Unclassifieds** is a bulletin board of resources, events and announcements of interest to educators. However, the naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.*

MEDIA

TOOLE TELECOURSE FOR CREDIT

K. Ross Toole's Montana, a television history course based on the late historian's popular University of Montana lecture series, "Montana and the West," will be broadcast early next year on a cable network accessible to most of Montana.

KUED-TV, public television from Salt Lake City, will air the lecture series on Tuesdays and Thursdays from January 14 to March 20. The half-hour segments begin at 6:30 p.m. Two college credits are available from the University of Montana.

The 20-part series is illustrated with archival photos, maps and historical documents. It was produced by Montanans for Quality Television (MQTV) of Missoula.

For information and registration, contact the Center for Continuing Education, 125 Main Hall, University of Montana, Missoula, MT 59812 (243-2900).

WILDLIFE FILM FESTIVAL

The University of Montana chapter of the Wildlife Society is sponsoring the 9th annual international Wildlife Film Festival, April 7-13, at the University of Montana. The festival encourages excellence in all aspects of wildlife films through awards, showings, workshops and other educational events.

Individuals or groups may submit entries by March 17. The entry must have a theme relating to wildlife, and it must have been produced or released in 1985. Categories include amateur, professional, commercial, scientific, TV series and experimental.

For information on both the competition and the festival events, contact: Wildlife Film Festival, Wildlife Biology Program, University of Montana, Missoula, MT 59812 (243-4493).

CONFERENCES

SECOND LANGUAGE EDUCATION HIGHLIGHTED

The Washington Association for the Education of Speakers of Other Languages (WAESOL) is holding a conference on April 18-19 in Cheney, Washington.

The conference is for teachers and administrators interested in English as a second language, bilingual education, migrant education and mainstreamed students with limited English. Participants are invited from Washington, Idaho, Oregon, Montana, British Columbia and Alberta.

For information, contact WAESOL, PO Box 85038, Seattle, WA 98105 (509) 536-7639.

CLASSROOM OF THE FUTURE, PROFILES OF EXCELLENCE

A premiere demonstration of a model "classroom of the future" and the unveiling of an extensive study on profiles of excellence in teaching are two highlights of the 1986 convention of the American Association of School Administrators (AASA), February 21-24, in San Francisco.

Keynote speakers will include former President Jimmy Carter, Norman Vincent Peale, Frank Morsani, chairman of the board of the U.S. Chamber of Commerce, Therese Dozier, 1985 Teacher of the Year, and prominent educators and researchers.

For information, contact Gary Marx, AASA, 1801 N. Moore St., Arlington, VA 22209 (703) 528-0700.

EVENTS

MONTANA HISTORY DAY

Montana History Day is set for May 3 in Helena. The annual event features a student contest, whose theme this year is "Conflicts and/or Compromises in History." Information packets were mailed to schools in November.

For more information, contact Jennifer Thompson or Joan Haefer at the Montana Historical Society, 444-4794.

PUBLICATIONS

MONTANA'S DINOSAUR SUBJECT OF CHILDREN'S BOOKS

The mysterious life of Montana's duckbill dinosaur, *Maiasaura peeblesorium*, is the subject of a new book for children published by the Museum of the Rockies at Montana State University, Bozeman.

Maia—A Dinosaur Grows Up follows Maia, a duckbill dinosaur, from birth to motherhood, reflecting the meaning of her name, "good mother lizard." Set in the Choteau area of northcentral Montana, where *Maiasaura* fossils were discovered, the story gives children a realistic view of dinosaur life and the Montana terrain 80 million years ago, long before humans were around. Much of what Maia does in the book is based on the findings at the Choteau site and reflects new theories on dinosaurs in general.

The book was written by John Horner, paleontologist at the Museum of the Rockies, and James Gorman, a New York writer. It has 21 color illustrations by Bozeman artist, Doug Henderson.

The book retails for $7.95. School discounts are available. information on ordering and shipping costs can be obtained from the Museum of the Rockies, Montana State University, Bozeman, MT 59717.

KEEPING PACE WITH EDUCATION TRENDS

A recent publication from the National Association of State Boards of Education (NASBE) warns that the education reforms of the past few years could have been predicted if educators and policymakers had been reading the right signals.

"Education leaders must be constantly on the alert for trends that necessitate changes in policy decisions," said Phyllis Blaunstein, NASBE's executive director. "The strategic planning process, a technique developed by industry to anticipate societal trends, can be used by education policymakers to respond to such trends as they emerge, not after the fact. The technique has great potential for helping [educators and policymakers] deal with compelling forces of change."

Strategic Planning in Education: A Guide for Policymakers describes the strategic planning technique and how it can be applied to education policymaking. It also describes critical demographic, economic, technological, political and sociological trends and their implications for education.

The publication is available for $7 from NASBE, 701 N. Fairfax St., Alexandria, VA 22314.

WOMEN IN THE CURRICULUM

From Amelia Earhart, Sally Ride, Harriet Beecher Stowe and Maya Angelou to Susan B. Anthony, Dolores Huerta and Geraldine Ferraro—the history of these women is our history and that of the world today. They are a few of the many women your students can honor during National Women's History Week, March 2-8.

Start planning programs in your school now by looking at the many books and media resources available from the Women's History Project. A catalog has them all. Mail $1 to: Women's History Project, PO Box 3716, Santa Rosa, CA 95402.

CURRICULUM/RESOURCES

FROM THE MINE

PDQs, concise one-page bibliographies on current educational topics which describe journal articles and ERIC microfiche on selected subjects, are available from the Montana Instructional information for Educators (MiNE) at no cost. Order by writing or calling the Office of Public instruction, State Capitol, Helena, MT 59620 (1-800-332-3402). Ask for PDQ.

TOLL FREE EDUCATION HOT LINE:

1-800-332-3402

CONSERVATION CURRICULUM AND INSERVICE

Free energy conservation materials for grades 1-6 and inservice on how to use them are now available from the Montana Department of Natural Resources and Conservation (DNRC).

"Conservation for Children" includes six grade-level guides that combine conservation concepts with basic skill practices in language arts, math, social studies and science. Activities are designed to teach students about energy sources and their use, pollution, recycling, ecological interdependence and other topics. Teachers can use the materials to supplement or replace existing resources.

Teachers order or receive the guidebooks by attending a free one-hour inservice training session. DNRC will schedule a session in your school district or arrange for you to attend one in a nearby community.

For information, contact DNRC, 32 S. Ewing, Helena, MT 59601.

GET HELP WITH ACADEMIC DECATHLON

If your district is interested in participating in the Academic Decathlon, the Office of Public instruction has a 15-minute video (½" VHS) on how you can develop a program. The video is the work of Robert Peterson, Orange County Superintendent of Schools, Costa Mesa, California.

Contact Nancy Lukenbill at OPI for information on the program (1-800-332-3402).

CLASSROOM TESTING STRATEGIES

Training elementary and secondary school teachers to construct reliable and valid tests has been made easier with *4 Keys to Classroom Testing*, a multimedia kit developed by the Educational Testing Service.

The self-contained kit has everything needed to conduct an in- or preservice training program for teachers. The kit's four modules each take two to three hours to complete. The training program uses slide-

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cassette presentations, transparencies and guidelines designed to be administered by a school district or teacher education program staff person with some background in testing and measurement.

For information, contact Lorraine Gaire, Northeast Field Office, ETS, Princeton, NJ 08541.

MONTANA BALLAD WRITER PERFORMS AT SCHOOLS

LeGrande Harvey, author of "Montana Melody," the official state ballad, is available to perform at schools. Along with many Montana schoolchildren, singer-writer Harvey was instrumental in urging the state legislature to make the ballad part of the state's heritage.

Beginning January 5, your school can arrange to have Harvey perform for $300 (one one-hour performance/day), $500 (two one-hour performances/day), or $700 (three one-hour performances/day), plus mileage. Several schools may pool together and share the costs. A PA system and equipment are provided. Harvey also is available for fund raising concerts for school organizations.

For information, contact LeGrande Harvey, Cut a Trail Music, PO Box 5551, Missoula, MT 59806 (761-6577).

INFORMATION HELPS TEACHERS UNDERSTAND SPECIAL SYNDROMES

The Shodair Lay Lending Library at Shodair Children's Hospital in Helena may have the resource you need to help a student with a special syndrome, ranging from cystic fibrosis, epilepsy, leukemia or multiple sclerosis to developmental disabilities, mental illness, speech disorders and many others.

For information about the resources, contact Suzy Holt, Shodair Children's Hospital, 840 Helena Ave., Helena, MT 59601 (442-1980).

FOREIGN EXCHANGE

AFS ADDS COUNTRIES TO TEACHER EXCHANGE PROGRAM

AFS International (formerly the American Field Service), a national organization for foreign exchange programs, has expanded its teacher exchange program with the addition of Brazil, Ecuador, Mexico, Panama and Venezuela. The program already includes China, Peru, Chile and Costa Rica.

American secondary teachers live in a country and observe and teach in a local school. Teachers of English in participating countries come to the U.S. for an intercultural exchange in host schools. (See related story, p. 4).

For information on the AFS program, write: AFS International/Intercultural Programs, 313 E. 43rd St., New York, NY 10017.

TEACHER INTERNS FROM JAPAN

The International Internship Program invites Montana schools to host a teacher from Japan. Public and private school teachers, university students majoring in education and individuals with extensive training in Japanese culture will serve as guests or teaching assistants in American schools, where they observe education methods and instruct students in traditional Japanese arts and culture. School districts are not responsible for compensating the interns.

Schools interested in this program should contact (before the end of the year): International Internship Programs, 7-5-4 Koyama, Shinagawa-Ku, Tokyo 142 Japan.

WANTED: MODEL STAFF DEVELOPMENT PLANS

Does your school have a staff development plan and policy? If so, other schools would like to hear about it.

Recognizing that ongoing professional development is vital to improved instruction, the Board of Public Education now requires school districts to allow their certified employees a minimum of three days each year for professional development activities.

Each district is to formulate a staff development plan that outlines goals and objectives, acceptable activities and evaluation methods, using an advisory committee formed by the district's board of trustees.

Many school districts have asked for advice on the staff development requirement. If your school district has a staff development model that you would like to share, please let OPI know. We'll pass it on to others who are working on their plans by printing some of the models and ideas in a future issue of *Montana Schools*.

Contact Bob Anderson, Office of Public Instruction, State Capitol, Helena, MT 59620 (1-800-332-3402).

BRIGHT IDEAS

A Photographic Exposure

by Susanna Irion

NOTE: Although this unit is for grade 1, it may be adapted to other levels.

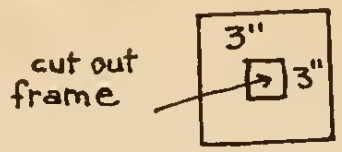
Safari Park had the animals, the teacher center had the cameras, and I had the first graders. What I needed was justification for bringing the three together. Thus, the birth of a new unit, "A Photographic Exposure."

Reading

Take photos of the children and post them on a bulletin board. Ask the children to name, label and describe the different things going on in the pictures. How many different words from our reading can we put with the pictures? Use the analogy, "This picture is like this word."

Art: Photographic Composition—The Best Spot

Tube observation exercise: You will need a paper towel tube for each child. Have each child look through the tube to find examples in the classroom of the best lines, best colors, best shapes with sharp corners and straight lines and the best shapes with rounded corners and curvy lines.



Framing exercise: For each child, you will need a frame made of stiff paper, a beautiful magazine picture, glue, scissors, a drawing tool and a ditto like this:

- ☐ Best lines
- ☐ Best colors
- ☐ Best shapes with sharp corners and straight lines
- ☐ Best shapes with rounded corners and curvy lines

Have the children find a spot on the magazine picture with the best lines; cut it out and glue it on the appropriate ditto square. Repeat with color, geometric shapes and organic shapes. This exercise provides the students with individual preference, selection of critical elements and pride in their own selection.

Art: Photographic Composition—The Grid Puzzle

You will need a large (5x6-foot) visual precut into 8x12-inch chunks, tracing paper and coloring tools. Give the students a chunk of the visual and have them trace its outline onto the tracing paper. Older children could try to transfer it visually. Ask the children to color their tracing, changing the color choices, and then put the visual and tracings back in order. Stress the beauty in each. This exercise reinforces a focus on smaller parts, best color, pride in individual choices, focus on the unusual and altering the critical elements.

Physical Education: Play-Act Camera

Before this lesson, I have a resource person give a detailed, hands-on lesson about the various parts of a camera and its care. The children then become various parts of the camera (shutter, f-stop, flash switch, film winder, film, etc.); when grouped together, they are one large functioning camera.

After a generous hands-on experience with the cameras, the children are ready to practice their skills by taking their own photographs. (Thus, the field trip to Safari Park.)

Field Trip

Our trip was to Safari Park, but the activities here may be adapted to other sites.

Create an interest by showing various pictures of Safari animals. Try to include pictures taken from different vantage points. (How many ways can we take a photo of a zebra?) Talk about composition. Ask the children to identify the main focal points of each picture and list the things they would like to learn about these animals. Where are all the places we might go to find this information? Do the research. Take the field trip.

Reading: Storybook

You will need a hardback blank book. Based on their new knowledge, the children will write stories to go with their photographs. One photo and story from each child will be donated to the class book.

Art: Using Up the Leftovers

By cutting the photographs that did not turn out, how many new and unusual animals can you create? How many new names can we think of for each? What if we changed this animal's nose? Now what name fits it best? Looking at the attributes of each animal, can we select the best name for each?

This Bright Idea comes from Susanna Irion, who teaches at Monforton School in Bozeman. She was Montana Teacher of the Year 1982.

Submit your teaching philosophy, point of view or a classroom idea for possible publication in Montana Schools. *Maximum 250 words, preferably typed, double spaced. Include name, school, position, address. Send to: Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59620.*

TRAINING OPPORTUNITY CALENDAR

DECEMBER 1985—APRIL 1986

The following are professional enrichment opportunities of interest to school personnel. For information about the calendar or inclusion of items, contact Bonni Harrington at OPI (1-800-332-3402). For information about specific listings below, address inquiries to the contact person noted.

Units of the Montana University System and other colleges offer professional training courses through their offices of continuing education. Contact the specific college or university for information.

Each item in the calendar is in the following order: date, type of event, title, location, duration (in parentheses), contact person, telephone number. In some cases, preregistration may be required. The calendar is current as of November 10, 1985.

DECEMBER

14 Meeting: *State Vocational Activities, Officer Planning Meeting*, Helena (1 day); Redina Berscheid, OPI, 1-800-332-3402.

JANUARY

29 Conference: *Montana Association of Elementary School Principals Annual Conference*, Lewistown (3 days); MAESP, 442-2510

MARCH

Conferences: *Expanding Your Horizons in Science and Math—Career Options for Girls Grades 7-12* (1 day); Helena 3/1; Glasgow 3/15; Billings, Lewistown, Butte, Great Falls, Havre, Missoula, 3/22. Pat Christie, OPI, 1-800-332-3402

23 Conference: *State DECA CDC*, Missoula (3 days); Redina Berscheid, OPI, 1-800-332-3402.

APRIL

Conferences: *Expanding Your Horizons in Science and Math—Career Options for Girls Grades 7-12* (1 day); Kalispell, Glendive 4/5; Bozeman 4/19. Pat Christie, OPI, 1-800-332-3402

2 Conference: *State FHA Conference*, Billings (3 days); Mary E. McAulay, OPI, 1-800-332-3402.

3 Conference: *State FFA Conference*, Bozeman (3 days); Leonard Lombardi, OPI, 1-800-332-3402.

13 Conference: *Montana Association of Secondary School Principals Annual Conference*, Lewistown (3 days); MASSP, 442-2510.

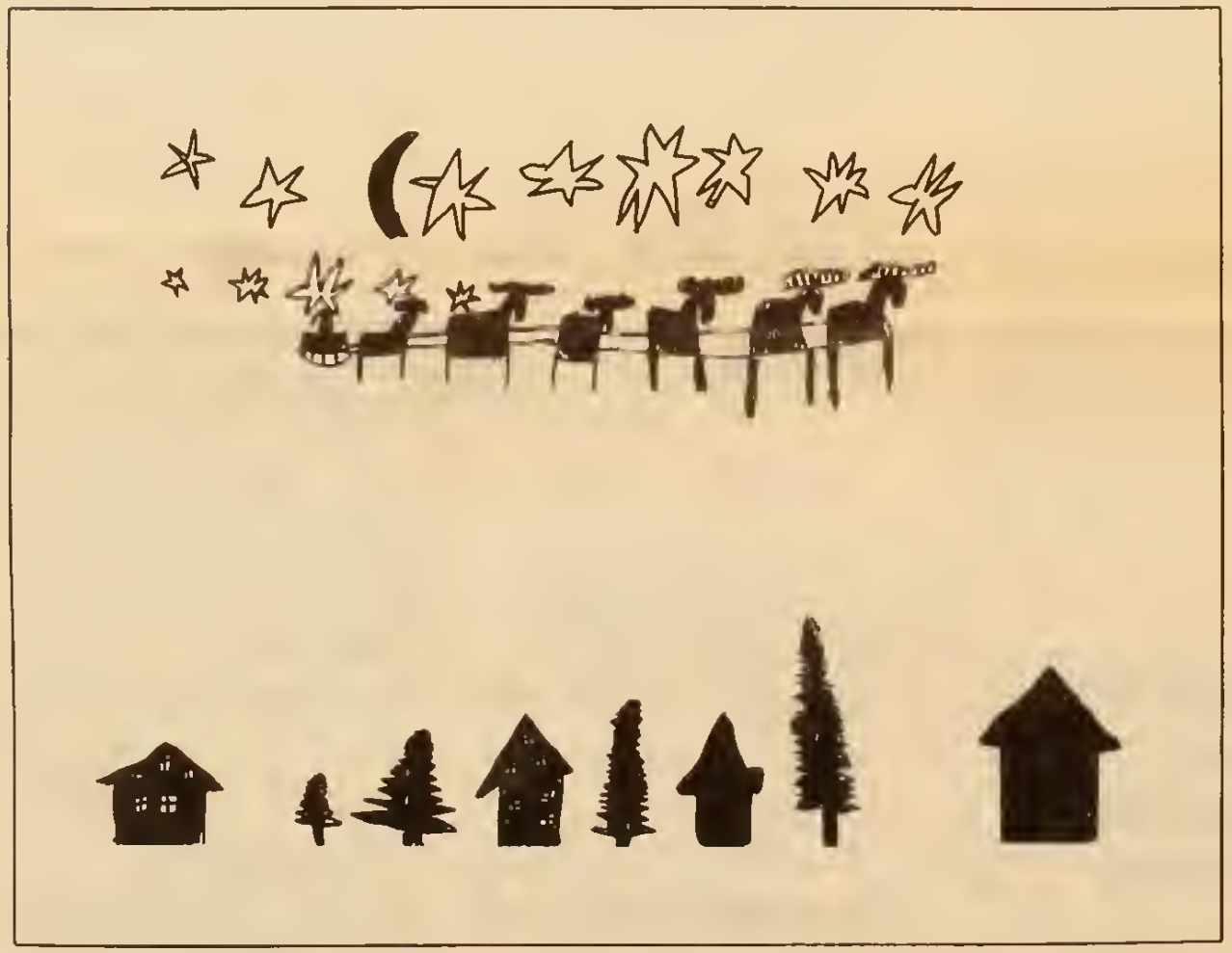
14 Conference: *State VICA Conference*, Havre (3 days); Jeff Wulf, OPI, 1-800-332-3402.

18 Conference: *Montana Association of School Administrators*, Helena (3 days); MASA, 442-2510.

25 Conference: *Montana Assoc for Gifted/Talented Education*, Kalispell (3 days); Paula Fascilla, 752-2748.

30 Conference: *Symposium on Early Education and the Exceptional Child*, Billings (1 day); Ron Lukenbill, OPI, 1-800-332-3402

GREETINGS OF THE SEASON



by Kyle Graveley, 1st grade, Helmville School

Christmas Card Contest Winner

A drawing by Kyle Graveley, first grader at Helmville School, won the Office of Public Instruction's Christmas card contest. Kyle's drawing, shown at left, will appear on the card sent out by State Superintendent Ed Argenbright, extending his and OPI's greetings of the holiday season.

Runners-up (not in any particular order) were Summer Silverhorn, 3rd grade, Crow Agency Elementary; Annette Parsons, 1st grade, Wibaux Elementary; Todd Alisch, Kindergarten, Culbertson Grade School; Antoine Stockton, 2nd grade, Grass Range School; Wendy Lorash, 4th grade, Joliet Elementary; Robbie Kiedrowski, 2nd grade, Wibaux Elementary; and Ted Brockie, 5th grade, Lockwood Intermediate, Billings.

All entries showed exceptional artistic ability, creativity and holiday spirit. Many thanks to the students, teachers and schools who participated.

Students from the following schools won ***SUPER HONORABLE MENTIONS:***

Babb School
Augusta Elementary
Sun River School
Elliston School
Wibaux Elementary
Crow Agency Elementary
Grass Range School
West Elem., Great Falls
Lockwood Schools, Billings
Kircher School, Miles City
Poplar Middle School
Dodson School
Shepherd Elementary
Joliet Elementary
Lincoln School, Great Falls
Flatwillow School, Roundup
Florence-Carlton School, Florence
Knees School, Brady
Helmville School
Culbertson School
Hedges School, Kalispell
Frazer School
S-H School, Miles City
Musselshell School
Emma Dickinson School, Missoula
Spring Creek School, Powderville
Saco School
Bigfork School
Washington School, Missoula
Manhattan Elementary
Harrison School
Cut Bank School
Irle School, Glasgow
West Elementary, Laurel
Garfield School, Lewistown
Linderman School, Kalispell
Savage School
Roosevelt School, Red Lodge
Crow Creek School, Toston
Valley View School, Great Falls
Lame Deer School
Cleveland School, Chinook
Drummond Elementary
Hillcrest Elementary, Harlowton
Arrowhead School, Livingston
Clyde Park School
Pine Creek School, Livingston
Wilsall School
Rossiter School, Helena
Malta Elementary
Lincoln School, Anaconda
Fort Benton Elementary
Whittier School, Butte
Judith Gap School
Wolf Creek School

MONTANA SCHOOLS A QUARTERLY PUBLICATION OF THE OFFICE OF PUBLIC INSTRUCTION

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